DOCUMENT RESUME

ED 402 062 PS 024 833

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TITLE The Pacific Lutheran University - Head Start Systemic Classroom Observation Tool.
PUB DATE Jun 96
NOTE 21p.; Paper presented at the Head Start National Research Conference (3rd, Washington, DC, June 20-23, 1996).
PUB TYPE Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Classroom Observation Techniques; *Evaluation Methods; Evaluation Problems; *Evaluation Utilization; Higher Education; *Observation; Preschool Education; Program Evaluation; Program Improvement
IDENTIFIERS *Pacific Lutheran University WA; *Project Head Start

ABSTRACT

Head Start classroom observations are an integral part of providing high-quality services to families and children while supporting staff. All too often, however, this opportunity to enhance services and solve problems is viewed either as an evaluation of staff or as a "rubber stamp" to meet funding requirements. Depending on the professional observer's experience, goals of the observation may be poorly met and emphasis may be arbitrarily placed on certain types of information. This tool is designed from a strengths-based model not only to meet observation requirements, but also to help staff and observers conceptualize all members of the Head Start classroom as part of a large, interrelated system. There are five steps to using the observation tool: (1) pre-observation, during which staff and parent goals for the observation are solicited; (2) completion of the observation tool (an example is provided); (3) discussion with staff members of observation findings; (4) creation of a first-draft narrative report of observation and discussion results; and (5) completion of a final-draft narrative report incorporating staff input and revisions. Certain training (for example, tracking interactional patterns and being sensitive to multicultural and gender issues) is helpful when implementing this observation tool. (A sample pre-observation worksheet and narrative report are also included). (EV)

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THE PACIFIC LUTHERAN UNIVERSITY - HEAD START SYSTEMIC CLASSROOM OBSERVATION TOOL

Teresa McDowell, Karrie Ferguson, Elizabeth Sullivan

Head Start classroom observations are an integral part of providing high quality services to families and children while supporting staff. All too often, however, this opportunity to enhance services and solve problems is viewed either as an evaluation of staff or as a "rubber stamp" to meet funding requirements. Walking into a Head Start classroom to complete a required observation can also be unnerving for many mental health professionals. It is often assumed that professionals who are asked to observe understand the goals and philosophy of Head Start and know what to look for and report. The observation is supposed to help staff identify and solve problems in the classroom and provide preliminary attention to children with special needs. Depending on the mental health professional's experience, familiarity with Head Start, and theoretical training, these goals are often poorly met and emphasis is arbitrarily placed on certain types of information. Staff are typically passive participants in the process, viewing the observer as the "expert". Pacific Lutheran University's Head Start project has developed a classroom observation tool which empowers staff and families; respects diversity and special needs; enhances the healthy functioning of the Head Start program; and offers both staff and observer a systemic view of classroom interaction.

PURPOSE

The purpose of this tool is to not only meet the classroom observation requirements, but it also is designed, from a strengths based model, to help staff and observers conceptualize all members of the Head Start classroom as part of a large, interrelated system. Instead of assessing individual children apart from their surroundings and/or cultural backgrounds, this tool can be used to note the patterns of interaction between all Head Start members and their environment (including cultural, gender and special needs influences). This approach is strength based with successes being incorporated into potential solutions for problem areas. Thus, the systemic Classroom Observation Tool is consistent with Head Start philosophy and goals.

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GOALS

Numerous goals were set for developing Pacific Lutheran University's Systemic Classroom Observation Tools. All developers were Marriage and Family Therapists who had a combined experience of over ten years working with Head Start programs and five years in early childhood education.

First, it was important to find a way to **standardize observations** while allowing the process to remain flexible. This would allow many different Mental Health Specialists to work with Head Start programs in a similar way. Often programs have centers that are spread out and more than one observer is employed. Observers change over time and continuity is lost. New observers don't always know what to look for. By standardizing, Head Start staff also know what is being observed and in what areas they need to give input. They can expect the same process to be undertaken at each observation. While standardization is important for these reasons, without flexibility, the process becomes overly rigid and less usable. The tool had to be usable in several different ways and allow for individual center and observer styles.

Second, the observation process needed to **be productive**. The time and expense involved in observations needed to produce a helpful outcome beyond meeting requirements. The process needed to help staff make decisions and useful changes in the classroom in keeping with the spirit of the requirement.

Third, a belief was maintained that if staff were integrally involved in the process and able to self assess, observations would be a way of **empowering staff** to work together and make decisions. By involving staff in a preassessment, it was expected that the staff's ability to look at their own interactions would improve which in turn would increase their abilities to recognize and solve problems.

Fourth, it was agreed that the observation tool should **reflect a solution oriented approach** and that strengths and successes needed to be accentuated. By carefully identifying what works, staff could repeat successes and share solutions between centers.

Fifth, the observation needed to **be in keeping with Head Start values and philosophy.** Areas for observation needed to be developed which were based on the important tenants of the "Head Start way," including: empowering children, parents and staff; promoting acceptance of diversity; meeting special needs; and recognizing family strengths and individual resources.

Sixth, the observation was expected to **provide a comprehensive overview** which would take into account staff perceptions and concerns, the history of the classroom, the larger Head Start system, and so on. There was an attempt to avoid the one hour "snap shot" of the classroom. This was seen as particularly important for observers with limited time to spend getting to know the overall program.

Seventh, it was important to **respect and enhance the desired organizational structure** of the Head Start system being observed. Whether the system being observed is organized in a traditional hierarchy, employs a self-directed

team approach, or is part of a larger organizational structure, the observation needed to support the healthy functioning of the larger system.

Eighth, the observation process was viewed as an opportunity to **enhance communication** between staff members, center sites, parents, and administrators.

Ninth, the tool needed to allow for a process that could **generate creative solutions** in numerous areas including interaction, curriculum, and physical environment.

Finally, the goal throughout the development of the tool and process was to **use a systemic theoretical perspective**. Any group of people coming together forms a system of relationships. The Head Start classroom is no exception. The more the observer and staff members themselves are able to recognize patterns of interactions, the more interventions to produce change are possible. It was also necessary to see the classroom as one of many interconnected systems which included the families, the larger Head Start system and the community.

OBSERVATION PROCESS

There are five steps to using the observation tool. These include the pre-observation, the classroom observation, a post observation discussion, a rough narrative draft and a final draft.

STEP ONE
PRE-OBSERVATION

The pre-observation component of the PLU Systemic Observation Tool is designed to increase the efficiency and accuracy of the classroom observation. Head Start staff receive the pre-observation worksheet one to two weeks prior to the observation. Staff are informed that information contained in the pre-observation is confidential. Along with the pre-observation worksheet, the observer provides a *list of suggestions* handout which gives examples of possible areas for staff to consider in their assessment. Staff may fill out the pre-observation as a team or individually. Filling the form out individually has the advantage of obtaining more candid responses. Filling it out as a group can build the cohesion of the team. First, staff list the goals they have identified for this particular observation and comment on specific things that they want the observer to focus on. The next sections involve an assessment of the classroom structure, staff interaction, interactions between the classroom and families or other agencies, parent input, patterns of interaction observed in the classroom, and concerns regarding specific children. Staff should complete the entire pre-observation for the first round of observations. (Some staff feel it is not necessary to do this a second time while others do, so, it is important to be flexible with this step.) This allows the observer to gain a more accurate picture of how the staff perceived the classroom structure and interactions. In the second and/or third observation, only those areas that

staff think need to be addressed should be covered in order to save time. It is important that staff complete the pre-observation because it helps them identify areas of strength, areas for growth, increase understanding of their own involvement in interactions with children, parents and staff. Also, it ensures that the observer avoids reporting information that is redundant or unhelpful and focuses instead on areas that staff have identified as needing attention. Staff are more likely to fill out the section entitled "Patterns of Interaction" if they have already received multiple training's on identifying patterns of interaction. At first the observer may want to fill out this section with staff to clarify any confusion about identifying patterns. Staff may spend up to a half-hour on the pre-observation twice during the school year. Using first names under the section, "Concerns Regarding Specific Children and Families," preserves confidentiality and omits the need for obtaining parental consent.

An important part of the observation which should not be overlooked is parent input. Parent involvement is an integral part of the Head Start philosophy. Thus, it is useful to gather as much parent input as possible. This can be done in a couple of ways. The first is to ask staff to gather information from parents and incorporate it into the pre-observation segment of the observation process. They can do this when parents visit the classroom or attend parent functions. Another way is, as an observer, to gather the information directly from parents either at the beginning or end of class. The observer may find that parents attend classroom functions at different times or on different days. If meeting with parents and interviewing them directly is not possible, staff can be asked to interview them. By asking parents for input on the classroom and their interactions with children and the staff, a more complete and comprehensive observation can be made.

STEP TWO
OBSERVATION TOOL

When filling out the observation tool, it may be necessary to refer to the provided suggestion list. This list offers ideas that may be used to help identify suggested areas that may or may not warrant improvement. One of the best ways to get information is to ask staff members directly what they think about specific areas where the observer may have questions or about specific situations that may be unclear. Even if they have already filled out the pre-observation form, asking questions can help clarify. How long a classroom is observed is up to the observer, but we find that generally an hour is sufficient. In some cases, if the observer knows the center well and has a great deal of staff input about the center being observed, then he or she may end up observing for a lesser amount of time.

In the first section of the tool, write the Head Start center name that is being observed, the date of the observation, the teacher, aids or other staff present. Under goals, the observer should write down any goals that the staff have asked them to take a look at within the classroom context. If there are no specific areas that the staff would like the observer to pay attention to, then nothing needs to be written down other than

"general classroom observation". Under comments, the observer may want to write down any extenuating circumstances that may have an impact on the classroom the day of the observation. For example, if hearing testing is being completed the day of the observation and one staff member is completing it, leaving the other staff member to take care of the room alone, then it may be important to write this down if the observer believes that it will have an impact on how the classroom operates that day.

Under classroom structure, the observer should comment on what seems to work well in each area and identify any problem areas or note suggestions for change. For suggested areas, the observer can, again, refer to the suggestion list that is attached to the tool. The same format can be followed for the sections on the structure of the classroom reflecting goals and philosophy of Head Start, opportunities for self-competence for children, appropriate modeling by staff members and enhancement of self-esteem.

Under multicultural, gender and special needs sensitivity, the observer should look for any of these particular areas which may or may not impact the classroom and interaction between staff and children. Areas to look for may be interactions of staff and children or parents where cultural, gender or special needs may come into play. Additional ideas might be looking for multicultural pictures on the walls, multicultural books or allowing for nontraditional gender roles to be taken on by children in the classroom.

When commenting on classroom management, the observer can identify if the daily plan is clearly communicated, how it is communicated, if and how the activities are organized, how the time is used, if the rules in the classroom are clear and minimal, if physical contact is appropriate, if staff are prepared for activities, how involved parents are and if they are appreciated, if interventions are clear and effective, how flexible staff are in the classroom structure and if the crisis plan is handled appropriately or any other areas the observer noticed.

In the section entitled staff interaction, the observer should comment on team work, conflict management, staff integration into the program (meaning other staff members such as cooks, bus drivers, etc.) and any other concerns that he or she has noticed.

Section three identifies interactions between the classroom and larger system. The larger system refers to any other outside system or outside staff that the Head Start staff is involved with. By identifying the interactions with these other systems, it may be possible to determine if there are any positive aspects or difficulties that might be contributing significantly to the functioning of the center.

Section four asks for parent input. This part of the observation tool is very important in that is fits directly with the Head Start philosophy of parent empowerment. By giving parents the opportunity to speak their point of view, they will have a direct impact on the classroom environment and how it works. If it is not possible for the observer to gather information directly from the parents, then he or she should have staff ask the parent what they think about the classroom and the way it operates. By asking parents directly, however, the observer may get more candid responses. Of

course, this depends on the staff and their relationships with the parents, but it is important to keep this in mind when completing this section of the observation.

Section five entails diagramming patterns of interaction. Multiple trainings by the observers on systems and interactional patterns will ensure that staff get the most out of the results of the observation tool as well as begin to integrate these concepts into their work. It is helpful to provide staff with numerous examples of patterns of interaction and to demonstrate identifying a pattern of interaction during each mental health consultation. Patterns of interaction can be successful or unsuccessful. Patterns consist of interactions between people. It is not the content of the interaction that is important, but the process than occurs each time the pattern happens. For instance, each time a child misbehaves, his mother may tell him to stop. He continues to misbehave and his mother begins to yell at him. His misbehavior continues at an even greater pace and his mother ends up putting him in his room. Each day the same interactions continue. These interactions are what constitute a pattern. If the pattern can be interrupted, the interaction will change. Once a pattern has been identified, then change can begin. Remember, patterns can be both positive and negative. People change patterns every day of their lives. Likewise, when something does work, people may apply that solution to other areas of their life. Please refer to the example in the observation tool for a sample diagram. Patterns can be identified around parent/staff interaction, staff and children or staff and staff.

In the last section of the observation tool, the observer should write down any concerns that staff may have regarding specific children. Children can be identified as Child A or Child B and likewise families can be identified as Family A or Family B. When writing down these concerns about children or families, the observer should also keep in mind issues of confidentiality.

STEP THREE
DISCUSSION

Once the observer has completed the observation tool and has the information from the pre-observation tool, the next step is a discussion of the observation with the staff members. When the observer is presenting what he or she has found and the staff have input, it is important to use the information to facilitate the discussion process. When presenting the information from the pre-observation, the identity of the staff members should be kept confidential so that no one is put on the spot. In the discussion, strengths and areas for change should be brought up. The discussion will hopefully present what works, what doesn't work, options for change and solutions to problems. During the discussion, the follow-up action plan should also be filled out. This sheet is fairly easy to follow, identifying what the problem is or changes that need to be made, who is to make the change, when the change is to take place, and what the evidence will be that the change has actually been made. This sheet can be very helpful to staff when

they are implementing change because it gives them something concrete to look at and use while the narrative report is being completed. This discussion should generally last from one to two hours, but time depends on each specific center and what is presented.

STEPS FOUR AND FIVE
NARRATIVE REPORT

Once the discussion has taken place, the narrative report of the observation should be written. Information from the pre-observation and the discussion should be presented. Along with the strengths, problem areas and the solutions that were identified in the discussion should be identified. Looking at the sample narrative provided will be very helpful for the observer in writing the narrative report. This report is then distributed to staff for any additional input or revisions and then a final draft is written up by the observer. The submission for revision step can be omitted for time purposes, but inclusion of this step allows for the most comprehensive and complete observation.

Training Needs

There are four basic areas of training needed in order to implement the Systemic Classroom Observation Tool:

- A basic understanding of how systems operate and how to track interactional patterns.
- Training on multicultural, gender, special needs sensitivity and how the classroom structure and curriculum can reflect this sensitivity.
- For Head Start staff, instruction on how to fill out the pre-observation worksheet, the process of the observation, and how to complete the follow-up/action plan.
- For the observer, training on the observation process, how to fill out the observation report, and how to write up the narrative after the observation.

For instructions on the observation process and completing worksheets, refer to the previous sections in this packet. Ideas for trainings on patterns of interactions and systems follow.

Interactional Patterns

In training staff to begin to identify patterns of interaction, it is helpful to provide a definition. **Inter** means between or among. So an **inter-action** is action, both verbal and non-verbal, that happens between or among people. The word interaction implies that whatever happens between or among people is reciprocal. Another way to say it is that people's actions mutually influence each other. A **pattern** of interaction is just a series of interactions that are repeated. One example

of a pattern of interaction happens when two people dance. The interaction is that one person steps forward and the other person steps back, and so on. The dance moves of one influence the dance moves of the other. The pattern of this interaction is whatever the name of the dance (or series of dance steps) the couple is doing, such as a waltz or the tango.

There are four main reasons why identifying patterns of interaction can be useful to Head Start staff:

1) It is consistent with Head Start philosophy of involving HS staff, parents, and children in what happens in the classroom.

2) It offers a different perspective that may generate alternate solutions to problems; often ideas for solutions come from gaining new perspectives.

3) It increases awareness of multiple areas for intervention.

4) It develops awareness of how staff, parents, children, and various agencies contribute to what goes on in the classroom and at home.

There are positive and problematic patterns of interaction. The classroom observer may want to identify both kinds. Positive patterns can be used as solutions to problems and to identify strengths. Problematic patterns can be used to point out areas to staff in need of development.

When we talk about systems, such as the Head Start system, we mean all of the patterns of interaction that take place among HS staff, parents, children, HS administration and other professionals. A system is comparable to a complex network of interactions. Because there are so many combinations of interactions that take place in a system, there are many places, or levels, to intervene in a system to create more positive patterns of interaction. Intervening in one part of the system will affect the other parts of the system. For example, intervening with a child in the classroom will influence how that child interacts with his/her parent at home.

PLU's Systemic Classroom Observation Tool
Pre-observation Worksheet

Head Start Center: _____ Date: _____

Head Start Staff: _____

Goals: (things staff want to look for in this particular observation)
1.

2.

3.

Comments: (things for observer to look for in this observation, special circumstances which may impact observation)

I. Classroom Structure: (see attached list for examples)
A. Physical Space

B. Structure Reflects Goals/Philosophy of Head Start: (acknowledgment, encouragement, etc.)

C. Multicultural/Gender/Special Needs and Sensitivity: (example: does classroom structure and curriculum include multicultural, special needs, gender messages and programs?)

D. Classroom Management: (example: transitions, etc.)

Ferguson, K., Sullivan, B., & McDowell, T. (1995).

PLU's Systemic Classroom Observation Tool
Pre-observation Worksheet

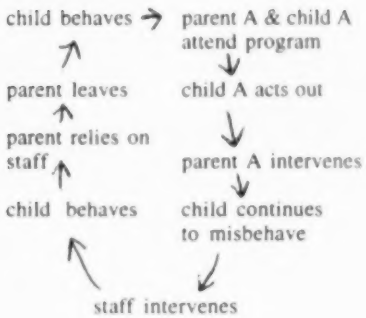
II. Staff Interaction:

III. Interaction Between Classroom and Larger System: (parents, specialists, community, Head Start staff and administrators)

IV. Parent Input: (please ask parents to contribute information or idea)

V. Patterns of Interaction: (please diagram patterns of interaction among children, parents and staff)

Example:



VI. Concerns Regarding Specific Children/Families: (please note attempted interventions: first names only)

Name: Comments:

Suggestions of Pre-Observation:

I. Classroom Structure:

A. Physical Space

Physical factors appropriate
Developmentally appropriate
Safety
Variety of activities/materials
Cleanliness
Quiet Area
Personal Space
Equipment/Materials/Toys

B. Structure Reflects Goals/Philosophy of Head Start

Acknowledgment/Encouragement
Opportunity for self-competence
Appropriate Modeling
Enhances self-esteem

C. Multicultural/Gender/Special Needs/Sensitivity

Multicultural Sensitivity
Gender Sensitivity
Sensitive to children with special needs

D. Classroom Management

Clarity of structure/daily plan
How plan is communicated
Activities are organized
Use of time
Clear/minimal rules
Appropriate physical contact
Preparation
Involvement/appreciation of parents
Clear/effective interventions
Flexibility of classroom structure
Crisis Plan/handled appropriately

II. Staff Interaction:

Teamwork
Effective conflict management among staff/parents
Staff integration into program
Other concerns

III. Interaction between Classroom and Larger System:

Other Head Start staff (i.e. cooks, bus drivers)
Parent involvement
Other systems (i.e. specialists, caseworker, CPS)

Classroom Observation Tool

Head Start Center: _____ Date: _____

Head Start Staff: _____

Objectives: (for this particular observation)

1.

2.

3.

Comments: (special circumstances which may impact observation)

I. Classroom Structure: (please comment on what works well, identify problem areas, and note suggestions for change)

A. Physical Space:

Physical factors appropriate:

Developmentally appropriate:

Safety:

Variety of activities/materials:

Cleanliness:

Quiet Area:

Personal Space

Equipment/Materials/Toys

B. Structure Reflects Goals/Philosophy of Head Start

Acknowledgment/Encouragement

Opportunity for self-competence

Appropriate modeling

Enhances self-esteem

C. Multicultural/Gender/Special Needs Sensitivity

Multicultural sensitivity

Gender sensitivity

Special needs sensitivity

D. Classroom Management

Clarity of structure/daily plan

How plan is communicated

Activities are organized

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Use of time:

Clear/minimal rules:

Appropriate physical contact:

Preparation:

Involvement/appreciation of parents:

Clear/effective interventions:

Flexibility of classroom structure:

Crisis Plan/handled appropriately:

E. Other:

II. Staff Interaction:

Teamwork:

Effective conflict management among staff/parents:

Staff integration into program:

Other concerns:

McDowell, T., Ferguson, K. & Sullivan, B. (1995)

III. Interaction between Classroom and Larger System:

Other Head Start staff

Parent involvement:

Other Systems: (parents, specialists, community)

IV. Parent Input: (please diagram patterns of interaction among children, parents, and staff)

V. Patterns of Interaction: (please diagram patterns of interaction among parents, children and staff)

VI. Concerns Regarding Specific Children/Families: (please note attempted interventions, first names only)

Name Comments:

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FOLLOW-UP

Head Start Center: _____ Staff: _____ Date: _____

Goal	Plan	Who	When	Evidence	Completed

Ferguson, K. & Sullivan, B. (1995)

EXAMPLE NARRATIVE

CLASSROOM OBSERVATION:
CEDAR HEIGHTS CENTER

Date: October 18, 1995
Staff: M..T..S..J.. P.
Objectives identified by staff: Suggestions for maintaining parent involvement, lowering noise level, and observe patterns of interaction.

I. *Classroom Structure*

According to staff, remodeling has made it easier to divide the classroom into activity areas. There seemed to be an appropriate number of activities offered and a wide variety of developmentally appropriate toys for children. A quiet area with books, soft chairs and pillows was available. Also, staff has separate office space where they can meet for lesson planning or take a break. However, separate rooms has made supervision more difficult. Staff noted that limiting the number of activities in the art area might be helpful; it may also make supervision easier. Staff report that having classroom volunteers helps with supervision. For this reason, increasing parent involvement in the classroom may be an effective solution. Offering ongoing parent volunteer trainings, allowing some parent involvement/input in lesson planning, or repeatedly explaining how important classroom volunteers are to children and teachers at the parent meetings, or through letters, are some possibilities for maintaining involvement. Staff shared some safety concerns such as the need for safety gates, which may also ease the difficulty of supervision by limiting the number of rooms the children can play in at one time.

II. *Structure reflects goals*:

In this area, staff reported that they either met or exceeded their standards. There was plenty of encouragement of children for their achievements. Staff also encouraged the children to "use their words" during conflicts. Positive language was used to redirect children rather than just telling them what not to do. The use of name tags and calling each child by his/her name was an opportunity for personal acknowledgment and enhancement of self-esteem. Hanging the children's art projects on the walls also served to enhance self-esteem. Allowing children to participate in setting their places during meal times provided an opportunity for children to build self-competence. Asking children to clean up an activity before they began another fostered responsibility. Welcoming parents into the classroom, learning their names and offering coffee all seemed to provide an atmosphere that encouraged involvement.

III. *Contextual Sensitivity*:

This area refers to multicultural and gender sensitivity, as well as sensitivity to children with special needs. Staff noted that they needed more multicultural toys. Other ideas for increasing sensitivity might include more posters at eye level which depict children and adults from various backgrounds, including those who are physically challenged. Multicultural themes can also be incorporated into activities or lesson planning. For example, an Hispanic parent might be invited into circle time to talk with children about Hispanic culture. Also, dress-up clothes might include clothes from a variety of work roles for both girls and boys.

IV. *Classroom Management:*

The lesson plan and daily schedule were structured and very clear. Use of time seemed appropriate. How transition times are managed in a way that keeps noise level and confusion at a minimum might be discussed further at staff meetings. This is an area where parents might be involved to assist in reminding children to use their "indoor" voices. One idea that was helpful at another HS site was to vary the times when children can use loud voices and soft voices so that they become more aware of the difference. At the consultation meeting, several ideas were raised such as playing music or providing more choices for activities in the afternoon.

V. *Staff Interaction:*

The staff reports that they work well together as a team. They all agreed that they have come a long way since last year. Educators communicated frequently to keep each other informed about the daily schedule. When there is a difference in opinion, staff states that an awareness of each other's work styles has helped to avoid taking differences personally and to facilitate working toward a solution. Monday morning staff meetings have worked out as a time to address concerns among staff. Also, the kitchen staff was aware of the lesson plan and transition times. Staff seems to consult with each other and support each other well in making interventions.

VI. *Interaction between classroom and larger system:*

As mentioned above, staff felt that increasing or maintaining parent involvement was one area where they wanted suggestions. According to staff, parent involvement began at a high level this year, but staff are concerned about how to maintain it. Some ideas might include making sure volunteers know how they can be useful when they arrive at the classroom, providing opportunities for them to experience being useful (seeking input/assistance from a parent on a new drying rack for artwork was one effective solution). Recognizing parents specially at parents meetings, asking for their participation in lesson planning (for example inviting a parent to speak about his/her job) might also increase the level of involvement. Emphasizing the importance of parent involvement during home visits is another idea.

VII. *Patterns of interaction/Concerns regarding specific children:*

Staff noticed a problematic pattern of interaction that was changed to a positive pattern. During the transition time when children line-up to wash their hands before meal time, the longer the children waited, the higher the noise level became, which was frustrating to staff. In a conversation with staff from another HS site, the suggestion was made to place drops of soap in the children's hands as they stood in line. This distracted the children and thus reduced the noise level. This new pattern was an example of going outside the classroom for solutions to problematic patterns that seem resistant to change.

Another pattern involved a child who became upset when his parent left the classroom. Teachers intervened in various ways until the child no longer became upset. Staff noted that this particular family moved many times and that this may have contributed to the child's apprehension about being left by his mother. This pattern is a great example of how factors within the family can shape the child's actions in other contexts (such as the classroom).